Safeguarding & Child Protection Policy

This policy has links to the following CRHS policies and should be read in conjunction with:

- Anti-bullying policy
- Drugs and Alcohol policy
- SEN guidelines
- RSE Policy
- Behaviour policy
- Adults in School
- Online safety policy
- Mobile phone policy

Latest policy update:	October 2023			
Next review date:	October 2024			
Person Responsible for review:	Emma Miller			
Policy communicated to staff via:	Email	INSET	Staff Briefing	Other
				CPOMS

Introduction

CRHS Governors have agreed this policy and as such, it applies to all those who work and learn at the school.

CRHS is committed to creating and sustaining a safe, positive, and inclusive environment for all pupils, staff and parents/carers. CRHS further aims to promote children's health and wellbeing. The CRHS vision is to establish a culture of care, opportunity, and quality where the students are at the heart of the education we offer.

Aims and Objectives

At CRHS we recognise fully the responsibilities for child protection and safeguarding of our students. This policy has been developed in conjunction with guidance from the Isle of Man Safeguarding Children Board – Safeguarding Together 2019, the Education Act 2001, Keeping Children Safe in Education 2021, and the relevant safeguarding leads at the DESC.

All procedures issued by the Isle of Man DESC and the IOM Safeguarding Children Board as published on their websites, will be followed. We further, collectively, recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We shall endeavour to provide a safe and welcoming environment where all children are respected and valued. Our procedures and policy document exist to wholeheartedly ensure the students at CRHS receive effective support, protection, and justice. This policy should be reviewed annually by both staff and Governors.

The following six elements form the core aims of our policy:

1. Ensuring we practice <u>safe recruitment</u> in checking the suitability of staff and volunteers to work with children. Governors involved with interviews have all attended the 'Good Practice in the Recruitment, Selection and Retention of Staff' training offered by the Department.
2. Establishing a <u>safe environment</u> in which children can learn and develop.
3. <u>Raising staff awareness of child protection issues</u> and ensuring staff are suitably trained on a two-year cycle for permanent staff. New staff are given a specific safeguarding induction when joining CRHS.
4. <u>Equipping children with the skills needed to keep themselves safe</u>, including online.
5. Developing and then implementing <u>procedures</u> for identifying and reporting cases, or suspected cases, of abuse.
6. <u>Supporting students</u> who have been abused in accordance with their agreed child protection plan.

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Scope

Our policy applies to all staff, governors and volunteers working in the school. The policy and procedures apply to all children and young people regardless of gender, age, ethnicity, disability, sexuality, or religion.

Responsibilities

DSL	**Designated Safeguarding Lead** Teacher with overall responsibility for child protection.	Keith Winstanley – Headteacher
DDSL	**Deputy Designated Safeguarding Lead** Designated team member responsible for day-to-day operational safeguarding and child protection.	Emma Miller
LT with DDSL experience	**Deputy Designated Safeguarding Lead** Experienced members of the school's leadership team who can be called on to act as DDSL in the event of availability and absence issues.	Helen Almond – AHT SENCO Gareth Deakin - AHT
	Nominated Governor for Safeguarding and Child Protection	Angela Katz

Safe Recruitment

Ensure safe recruitment practices are always followed by:

- Following the DESC recruitment procedures.
- Ensuring the Head's PA and Clerk to the Governing Body has received adequate training to be able to appropriately advertise vacancies and subsequently complete the required paperwork once the interview process is complete, including being a registered DBS checker.

Establish a safe environment in which children can learn & develop

We will make sure that we:

- Foster a school ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued.

- Establish and maintain an environment where children are encouraged to talk and are listened to.
- Ensure children know that there are adults teaching in the school whom they can approach if they are worried, to ensure that there is a system in place to provide a listening service to young people who wish to discuss sensitive issues.
- Follow the agreed IoM Safeguarding procedures for investigating and dealing with allegations made against a member of staff or volunteer.

Raising awareness of staff in relation to the four main types of abuse

Physical Abuse

Defined as: hitting, shaking, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. It maybe also caused when a parent fabricates symptoms of or induces illness in a child.

Emotional Abuse

Defined as: The persistent emotional ill treatment of a child such as to cause severe and persistent effects on the child's emotional development, and may involve:

- Conveying to a child that s/he is worthless, unloved, inadequate, or valued only insofar as s/he meets the needs of another person
- Imposing developmentally inappropriate expectations e.g. interactions beyond the child's developmental capability, overprotection, limitation of exploration and learning, preventing the child from participation in normal social interaction
- Causing a child to feel frightened or in danger e.g. witnessing domestic violence, seeing or hearing the ill treatment of another
- Exploitation or corruption of a child

Sexual Abuse

Sexual abuse involves forcing or enticing a child to take part in sexual activities, including prostitution, whether or not s/he is aware of what is happening.

Activities may involve physical contact, including penetrative and non-penetrative acts. 'Penetrative acts' include 'rape' (forced penetration of vagina, anus or mouth with a penis) and 'assault by penetration' (sexual penetration of vagina or anus of a child with a part of the body or an object).

Sexual activities may also include non-contact activities, e.g. involving a child in looking at / production of abusive images, watching sexual activities or encouraging her/him to behave in sexually inappropriate ways. It may include use of photos, pictures, cartoons, literature or sound recordings via internet, books, magazines, audio cassettes, tapes or CDs.

Children under sixteen years of age cannot lawfully consent to sexual intercourse, although in practice may be involved in sexual contact to which, as individuals, they have agreed. A child under thirteen is considered in law incapable of providing consent.

Neglect

Neglect is one of the four categories of child abuse (along with physical, sexual and emotional abuse). It is defined as **the persistent failure to meet a child's basic physical and/or psychological needs**, likely to result in the serious impairment of the child's health and development.

Neglect may occur during pregnancy because of maternal substance misuse and once the child is born, neglect may involve failure to:

- Provide adequate food, clothing, or shelter (including exclusion from home or abandonment)
- Protect from physical and emotional harm or danger
- Meet or respond to basic emotional needs
- Ensure adequate supervision including the use of adequate caretakers
- Ensure access to appropriate medical care or treatment
- Ensure that her/his educational needs are met
- Ensure that her/his opportunities for intellectual stimulation are met

Equipping children with the skills to stay safe

All students at CRHS follow a PSHE/'Life Skills' programme as part of our broad and balanced curriculum, this is delivered through the tutorial program in Key Stage 3, and a designated lesson in Key Stages 4 & 5. Year 7 students receive an extra 'Wellbeing' lesson, which includes some safety learning, as part of their weekly lesson timetable.

Identification and reporting of suspected abuse

We recognise that because of the day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. We will therefore:

- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and/or self-harm and responsibility for referring any concerns to the designated senior person responsible for child protection
- Make sure and record that all staff receive relevant training which follows a three-year cycle of Safeguarding Inset training for all staff at the start of the designated year
- All new staff receive a Safeguarding induction session from the DDSL.
- New Staff Safeguarding Induction PowerPoint emailed directly to new staff and safeguarding policy document, highlighting procedures.

- Safeguarding advice and guidelines issued to all staff via the DDSL and associated safeguarding information available on Teams.
- Staff Supervision is currently being addressed centrally.
- DESC Safeguarding Officer available on request.
- Ensure that parents understand the responsibility placed on the school and staff for child protection by setting out its obligations in the schools 'Keeping Young People Safe' leaflet (available at Reception and on the school website) and publishing our policy on the school website.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences as required.
- Keep written records of concerns about children and ensure all records are kept securely, separate from the main pupil file, and in the designated secure storage.
- All new concerns raised from September 2023 will be recorded using the CPOMS platform.

Supporting pupils who have been abused / self-harmed in accordance with his/her agreed child protection plan

We recognise that children who are abused, self-harm or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation, and some sense of blame. School may be the only stable, secure, and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. This will be managed on a case-by-case basis, dependent upon the student's individual needs.

The school will endeavour to support the pupil through:

- The school's Behaviour policy, which is aimed at supporting teaching and learning and providing clear guidelines and expectations so that students know what behaviour is unacceptable. Key messages from this policy are displayed throughout the school.
- Supporting the vulnerable pupil in the school so that they know they are valued and not to be blamed for any abuse or self-harm that has occurred
- Liaison with other agencies that support the child such as Social Services, Child and Adult Mental Health Service, Educational Psychologists, CRHS Listening service and specific external support providers.
- Support for pupils is established through the Tutor system, Head of Year, Listening Services, School Nursing team, CAMHS, Police and other external agencies as appropriate to individual needs.
- Ensuring that, when a pupil subject to a child protection plan leaves school, their information is transferred to the new school and that the child's social worker is informed.

Procedures

- All concerns will be logged using CPOMS.

- Each member of staff has an individualised log in and password for the school portal. https://castlerushen.cpoms.net
- Staff are required to 'Add incident', completing the form in as much detail as possible.
- Staff are required to 'Alert Safeguarding Team' and save the form.
- All referrals are initially investigated by the DDSL and HT following IOM Safeguarding protocols guidance.
- Any concerns of child abuse or self-harm should be addressed immediately to HT/DDSL, Senior Safeguarding team members or to SLT, if they are unable to be contacted.
- If out of school, then Police or Social services can be contacted directly. This will normally result in a MARF document being raised.
- Actions taken when dealing with allegations against staff will follow the *Managing Allegations Against Staff* (MASM) guidelines. Any concerns regarding members of staff should be addressed directly with the Headteacher.

Responding to a Disclosure

If a student starts make a disclosure, staff are advised to follow the following steps:

1. **Listen carefully** – reassure the pupil that they were right to tell you.
2. **Remain calm** and do not overreact, judge or appear shocked.
3. Explain that **you must legally tell someone else** in school who can help them.
4. **Don't try to investigate** or ask leading questions.
5. **Report your concerns** to DSL, DDSL or any member of SLT

Confidential Records

- All safeguarding concerns are logged using CPOMS.
- 2 Factor authentication is required to access student information.
- Confidential information will only be shared with staff with the professional requirement to know to fulfil their duties.
- Existing, transition and archived paper records are held in sling files in a lockable cabinet.
- Keys for the filing cabinets are kept in a coded key safe in HT office.

Procedures during School Closure

On rare occasions the school may be forced to close to most pupils, or specified year groups, when they cannot safely be accommodated in school. Exceptions will be made for those students identified as vulnerable or children of key workers. Vulnerable students are defined by the DESC as those who have complex needs on the SEN register, those who are looked after (LAC) and those who have an allocated social worker, whether at complex needs or child protection level.

Overall responsibility for safeguarding continues to lie with the Designated Safeguarding Lead. In the event of the DSL's absence, either the DDSL or a member of the Senior Leadership Team will take responsibility for safeguarding on that date.

The DSL & DDSL will be contactable remotely on:

DSL   Keith Winstanley   355465   keith.winstanley@sch.im

DDSL Emma Miller   236868   emma.miller@sch.im

All staff are reminded that this period of school closure is likely to put students are a greater risk of harm and should remain vigilant for indicators of harm, both among those students attending Hub school or working remotely at home.

● Staff in school are required to report any safeguarding concerns regarding students directly to the member of LT on duty at that time and copied into the DDSL using CPOMS.

● In addition, the pastoral team has identified that there is a larger number of students who could be defined as vulnerable for a variety of different reasons, such as difficulties with mental health, poor attendance or complex home circumstances. The school will compiled a list of students that we feel would benefit from more regular contact with a member of school staff e.g. Head of Year or SEN team.

● These students will receive regular attempted contact on a weekly basis and may be invited to attend school during closure if it is appropriate and agreed by the DSL or DDSL in advance.   All contact will be logged on to SIMS and any concerns flagged to the DSL/DDSL and other agencies as appropriate.

- If a student cannot be contacted on the first attempt, a member of staff will attempt contact again within 48 hours. If contact cannot be made on the second attempt, this must be reported immediately to the DSL/DDSL who will escalate the matter by attempting a home visit or contacting the relevant external agencies.

● Engagement with home learning will be monitored across the school and this data will be used to identify potential welfare concerns so that appropriate action can be taken by the appropriate person.

- Live lessons should only be streamed on recognised school platforms (Teams). Students should log in but be asked to have their cameras and microphones off (where appropriate).

● All staff are reminded of the need to maintain a professional presence online during this period of home learning.

● During closure, the DSL and DDSL will continue to 'attend' necessary meetings such as strategy meetings for S46 cases, albeit via virtual means such as telephone conferencing. Reports will be submitted in a timely manner for any child protection conferences as required.

Procedures for the mitigation of Covid-19.

CRHS follows the directives of the Isle of Man Government relating to the mitigations for Covid-19.

This information is updated regularly and will be communicated to staff via email, and in a timely fashion but currently includes:

- Increasing ventilation in all classrooms
- Increased hand washing facilities available around school
- Staggered release of students between lessons to reduce numbers on corridors.

The latest guidance can be found by visiting: https://covid19.gov.im/general-guidance/